DOCUMENT RESUME

ED 368 457 PS 022 100

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TITLE Lessons To Enhance Achievement and Develop Student Leadership.
PUB DATE 93
NOTE 38p.; Paper presented at the Annual Conference and Exhibit: New Horizons, New Perspectives (20th, Portland, OR, November 4-7, 1993).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Class Activities; Elementary School Students; *Group Activities; Group Unity; Intermediate Grades; Junior High Schools; Junior High School Students; Leadership Qualities; *Leadership Training; Middle Schools; *Peer Relationship; Program Descriptions; *Student Leadership
IDENTIFIERS *Middle School Students

ABSTRACT

This report describes the Lessons to Enhance Achievement and Develop Student Leaders (LEADS) program, designed to facilitate the leadership training of middle school students through the creation of a leadership program by teachers and administrators. Section I contains a brief introduction for teachers, and Section II outlines team building activities that teachers can use to enhance group formation, growth, and teamwork. It includes classroom activities and games that help students get to know each other and make them feel comfortable working together. Section III which deals with personal and group goals, includes worksheets that explore personal goals, individual strengths and weaknesses, and the group mission. Section IV includes activities to enhance group success, including time management and telephone skills. Section V provides ideas for group and individual self-evaluation, including reviews of the group mission statement and goals. (MDM)

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Lessons to Enhance Achievement and Develop Student Leadership

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Presented by:

Mary Meares and
Tom Saunders

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Lessons to Enhance Achievement and Develop Student Leaders

RATIONALE

Dear Teacher or Advisor:

We believe that all middle schools have a responsibility to provide opportunities for students to explore various topics of interest. Leadership development and service learning should be among these topics to be explored by middle school students. While academic studies are essential in the preparation of our youth for the many challenges of the future, it is also important that we provide students with "real life" situations and problems to practice and develop their leadership skills. We believe that leadership development fosters self-esteem and the ability to form positive relationships for middle school youngsters.

Middle school students have special needs. In particular, they need to develop interpersonal skills. All transescents, ranging from the "skill level" to the "gifted and talented" students, have difficulties interacting with each other in a school setting. Through the use of specially designed group development strategies that concentrate on the affective domain of each learner, an environment of trust and appreciation for each individual can be established within your classroom and school.

Finally, it is our belief that middle school students need to be encouraged and trained to be effective leaders. We believe that leadership training should allow students to problem solve and improve interpersonal skills. The L.E.A.D.S. program is designed to facilitate the leadership training of middle school students. Our program is suggested for all of the following groups:

- o Advisory
- o Interdisciplinary Studies
- o Student Government Groups
- o Special Committees
- o Students in a regular class setting

We hope this guide will be helpful to you. It really has worked well for us. Please feel free to make copies of any or all of our resource sheets for your own use. Good luck with your student leadership training efforts.

Sincerely,

Mary Meares and
Tom Saunders

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OVERVIEW OF PROGRAM

This guide has been designed to help you create a leadership training program for your student leaders. The strategies and activities will help you outline a plan of action for your particular group and provide ideas for appropriate activities to promote team building and interpersonal skill development.

Basic components of the L.E.A.D.S. Program:

I. Directions to the Teacher
II. Step 1: Team Building Activities
III. Step 2: Goal Setting
IV. Step 3: Tools for Success
V. Step 4: Evaluation

SECTION I: DIRECTIONS TO THE TEACHER

Before you begin to use this leadership training guide, it is very important that you identify the purpose of your group. If your group is only a short term committee that needs to have an activity planned in a month, then your training should concentrate on skill development. You will probably want to focus on teaching time management techniques and publicity strategies to help the students plan a successful event.

However, if your group is a long term team, such as a student government organization or a memory book staff, you should create a plan to infuse leadership training and team building skills into your goals.

Once you have determined the purpose of your group and how long it will be in existence, set goals that you would like your group to achieve. These goals should be easy for you and your students to evaluate. They should be fun as well as educational. Below you will find a example of an action plan that demonstrates how to write your goals and identify appropriate activities to achieve your goals.

EXAMPLE
Group: MEMORY BOOK STAFF

Goals	Activity to Achieve Goals	Date of Implementation	Evaluation
1. Promote more positive interaction	-Personal Coat of Arms -SIS/SOS Posters	September September	(to be determined at end of process)
2. Promote opportunities to practice leadership skills	-Sculpture Activity -Team leaders	October November-June	

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SECTION II: INTRODUCTION TO TEAM BUILDING

GROUP DEVELOPMENT

As an advisor to student organizations, you have both a tremendous influence and responsibility to the student members. The types and extent of interaction among group members is often determined by your ability to perceive and influence group interactions. Your task is difficult because patterns of group interaction are not static. Patterns of interaction and association are dynamic. While the precise dynamics of a particular group are determined by a variety of factors, to a large extent all groups undergo certain evolutionary stages.

JOINING

A group goes through this initial stage, joining, when its members first come together. The group first meets as a collection of individuals unfamiliar with other group members. **At this stage, you are instrumental in providing opportunities and a positive environment for initial group interactions.** You can start by encouraging group members to introduce themselves. This can be done through structured activities or casually introducing group members in informal settings. A rule of thumb is to always perform introductions when in a group. Never assume people are acquainted. During introductions, try to think of one or two facts about the people that others may find interesting. In a meeting, you may want to try some activities which will highlight the interests of individual group members.

EXPLORING

The second stage, exploring, occurs once the group has become acquainted. Conflicts often arise over issues of power, leadership, goals and attention. **Your task is to defuse these conflicts and disagreements and to analyze and eliminate the underlying causes of the problems.** This can be accomplished by setting and modeling desired standards of behavior, particularly in terms of the acceptable levels of criticism and conflict and the ways in which disagreements are handled.

Group members initially take their cues from teachers. Give some thought on the ways in which you interact with the other teachers and group members. What types of interaction does your behavior encourage? What types do you want to encourage? You may be sending messages in a variety of ways; verbally and nonverbally. Make your messages are consistent; e.g., body language should not encourage behavior which is being verbally discouraged. You should always model the type of behavior that you expect.

BELIEVING

During the third stage, major conflicts have been resolved and the group functions smoothly as a unit. **This is a good time to ease yourself out of the decision-making role and let the students assume more of the responsibility for the direction of the group.** Your responsibility has evolved into performing the maintenance functions for the group. These functions include: working out compromises, encouraging participation, maintaining a conducive environment and handling individual problems.

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DOING

In the fourth stage, doing, the group experiences maximum productivity and involvement. Group members recognize each other as being important components of the group. You can help group performances by suggesting tasks for the group to perform. The group is at its emotional and productive peak, therefore, the tasks you suggest should reinforce group cohesiveness and should be selected from those which will provide maximum benefit.

If your group is one that has a short duration, monitor the acceleration of these stages. In the beginning stages be extremely careful to nurture positive group interactions. In order to do so, you must be able to quickly perceive and analyze group interactions.

Use the following as a guideline for actions you may want to take to ensure positive group behavior. Make sure that:

* Each contribution to the group is valued
* Members listen attentively
* Conflicts are handled without antagonism
* One subject is discussed at a time
* One person talks at a time
* Decisions are made after a thorough discussion of all aspects of an issue
* Members are encouraged to participate
* Members are encouraged to compromise
* All members are accepted regardless of viewpoint

OVERVIEW OF ACTIVITIES

This section includes instructions for *get to know* activities and provides activities that can be used as ice breakers and warm ups to planning and working sessions.

Goal: To provide students an opportunity for students to get to know each other in an informal manner and enhance their ability to solve problems

GET TO KNOWS
Fun Fact Sheet
SIS/SOS
I'm Proud to Be
Coat of Arms

TEAM MAINTENANCE
Awarding Success
Elbow Tag
Square Game
Silent One Liners

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FUN FACT SHEET
Get To Know

OBJECTIVE:

Introduce group members to one other in an informal setting

TIME:

20 to 30 minutes

MATERIALS NEEDED:

Resource Sheet #1
Pens or pencils

PROCEDURE:

Distribute one fun fact sheet to each member of the group. Have the group split up and allow them interview each other to find out what fun fact they have. Each participant is only allowed to use each member's name once. After each group member has had time to fill in their sheet, have each individual share the fun facts they have uncovered with the group.

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FUN FACT SHEET

FAVORITE COLOR IS RED	WEARS CONTACTS	WAS BORN IN JANUARY
HAS TRAVELED OUT OF THE COUNTRY	HAS BEEN TO A ROCK CONCERT IN THE LAST 6 MONTHS	SAW A MOVIE IN THE PAST WEEK
OWNS A SILVER BIKE	HAS MORE THAN 2 SIBLINGS	LOVES AMUSEMENT PARKS
HAS LIVED OUTSIDE OUTSIDE THE U.S.	FAVORITE SUBJECT IS MATH	HAS A JOB BABY-SITTING
HAS PERFORMED ON STAGE	HAS BEEN ON RESTRICTION RECENTLY	PLAYS TENNIS

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SIS/SOS
Strengths I See/ Strengths Others See
Get To Knows

OBJECTIVE:

Identify personal strengths to share with others. Allow others to identify and share strengths they see in each other.

TIME:

20 to 30 minutes

MATERIALS NEEDED:

Poster paper, markers, tape

PROCEDURE:

Each student will complete a personal poster of their personal strengths as seen by them and others. Instruct students to design their poster with their name, and the term SIS and SOS heading two columns. Students should list their personally identified strengths in the SIS column. Let students hang their posters around the room. Direct the students to browse around the room to read other students posters. Instruct students to also use this time to identify strengths of others and add those strengths to their posters.

I'M PROUD TO BE
Get To Know

OBJECTIVE:

Introduce group members to one other in an informal setting. This activity helps individual group members appreciate the cultural diversity represented in their group.

TIME:

30 - 40 minutes

MATERIALS NEEDED:

Direction Sheet and a room where entire group can sit in a circle.

PROCEDURE:

Follow the instructions on the *I'm Proud To Be...* Activity sheet.

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I'm Proud To Be...
Ups and Downs

Directions: Have the students sit in a circle. You should sit with them. Explain to the students that you are going to ask them various questions. Tell them that they should stand when they identify with, or are a member of, the group mentioned by you. Once the students stand, they should one by one explain what makes them proud to be a member of that particular group.

Read the following introduction to your students:

We are very fortunate to belong to such a unique and culturally rich group of students and teachers. This activity is designed to help highlight the unique identities of each individual within this group. It is important for us all to recognize and appreciate that every individual here is a member of many different groups and cultural backgrounds. After all, it is through these various "memberships" that our individuality is created.

It is important to remember that we should be proud of our individuality and respect the uniqueness of others. It should be our challenge as an effective group to appreciate all of the various cultures represented and attempt to utilize everyone's skills and abilities that make our group so special.

Stand if you are:

1. A female
2. A male
3. A 6th grader, A 7th grader, An 8th grader
4. A teenager
5. The oldest child in your family, The middle child, The youngest child, An only child
6. A person who can speak more than one language
7. A person who has lived in this state all of your life
8. A person who has lived in another state.
9. A person who can trace their family roots back to an African background, Asian background, European background, Latin American background, Native American background

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COAT OF ARMS
Get To Know

OBJECTIVE:

Identify and appreciate ones own unique qualities and talented and those of the other members of the group.

TIME:

15 to 20 minutes

MATERIALS NEEDED:

Resource Sheet #2
Markers or colored pencils

PROCEDURE:

Each member should be given the coat of arms diagram. Instruct each group member to draw within their coat of arms symbols that represent the following:

1. Favorite school subject
2. Favorite hobby
3. Something they are very proud of
4. Something that makes them very unique

Each group member should be given enough time to think before starting their coat of arms. You might want to do yours in advance to give them an example.

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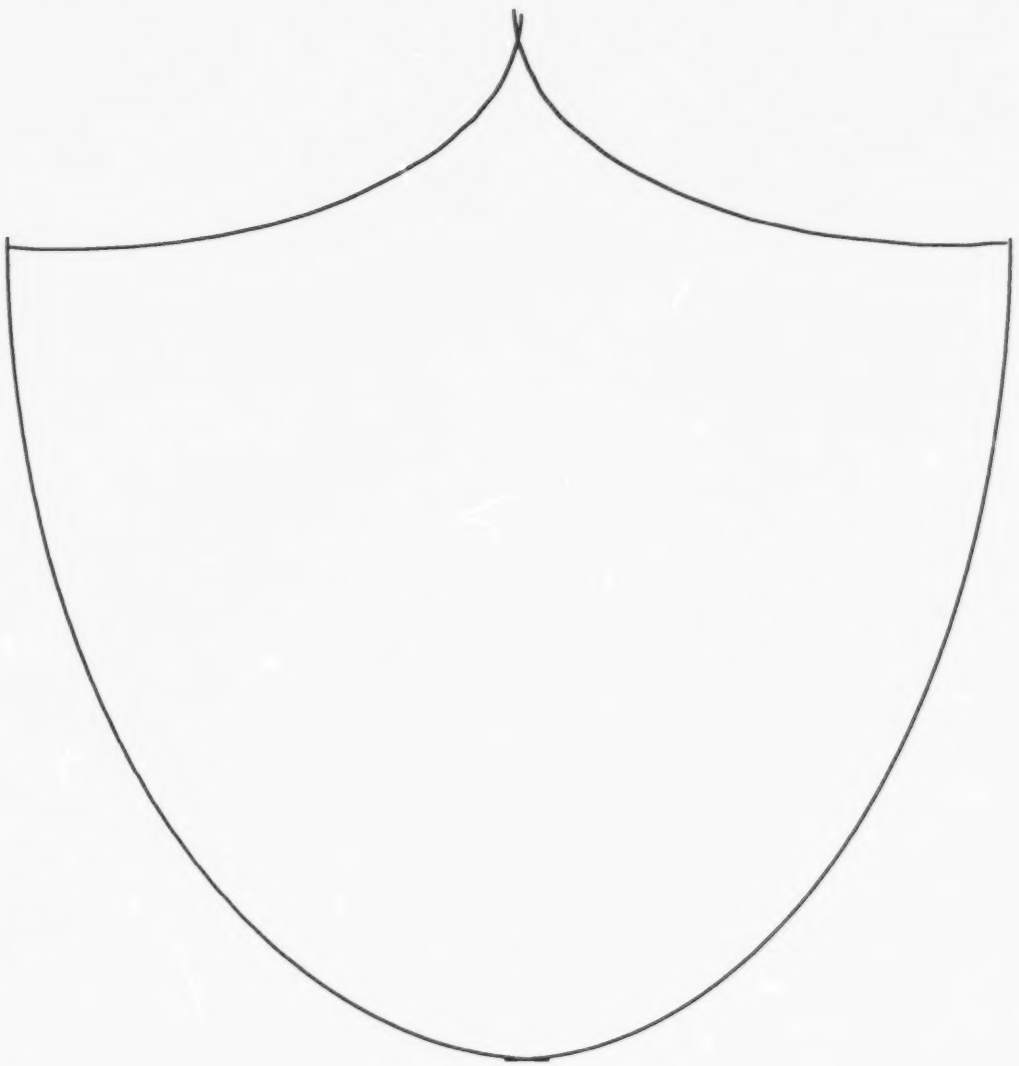
PERSONAL COAT OF ARMS



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SILENT ONE LINERS
Team Maintenance

OBJECTIVE:

Identify and practice varying strategies to group problem solve

TIME:

5 to 10 minutes

MATERIALS NEEDED:

A room large enough to allow the students to form a straight line

PROCEDURE:

The following challenges should be done without talking.

1. Instruct the group to form a straight line by alphabetizing their last names. You should keep track of how long this takes. After they have finished doing this correctly, discuss the difficulties of the process.

2. Now have the group put themselves in numerical order according to their shoe sizes. Challenge the group to beat their previous time. This time discuss the difficulties and the successes of the process.

ELBOW TAG
Team Maintenance

OBJECTIVE:

Participate in a game to raise the comfort level of the group.

TIME:

10 to 30 minutes

MATERIALS NEEDED:

Flat, grassy, outside area big enough for a game of tag

PROCEDURE:

Elbow tag is a variation on the regular game of tag. The object of the game is for each person to find another and link arms at the elbows. One person should be declared "it" and they should chase any individual that is not safely paired up. As a person is being chased by the person who is "it", they should avoid being tagged and join elbows with an existing pair. Once this new pair has formed, the person on the opposite end must break away and find another pair to hook up with. If a person is tagged before successfully pairing up, they are "it."

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SQUARE GAME
Team Maintenance

OBJECTIVE:

Participate in a game to raise the comfort level of the group

TIME:

10 to 20 minutes

MATERIALS NEEDED:

Tape
Room with open space

PROCEDURE:

Mark off on the floor with masking tape a square appropriate to the size of your group (about 25 people, about 8 tiles by 8 tiles). Instruct the students that they have the task to get each person inside the square without any body parts outside the square and hold it for 10 seconds. Make the first time fairly easy then challenge the students to continue to try the same task as you make the square smaller and smaller each time. Continue until you believe they can accomplish the task without totally failing. The activity should end on an upbeat note.

AWARD FOR . . .
Team Maintenance

OBJECTIVE:

Identify and appreciate the strengths and qualities of individuals within the group.

TIME:

20 to 30 minutes each time.

MATERIALS NEEDED:

Resource Sheet #3 or student made awards with markers, glitter, glue, etc.

PROCEDURE:

1. At the completion of your first major project, inform students that they should identify individuals that made contributions to the success of the project.

2. Discuss with students what are important qualities or skills that were needed for your particular task. Have students recognize and compliment those people who helped the group.

3. In small groups, ask students to choose someone that they believe has gone above and beyond the call of duty. It can also be someone who possesses a characteristic that helped the team effort by being cooperative, artistic, etc.

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AWARD FOR . . .
Team Maintenance (Continued)

4. Students can design or decorate awards for their team members using their skills/strengths as the superlatives.

5. A short, fun ceremony should follow. This "pat on the back" session helps boost the morale of the group as well as brings the project to closure.

6. The advisor should participate by joining a group. Over time this will ensure that each student is recognized at least once.

AWARD EXAMPLES

Best role model for students

Most perspiration

Best team member

Best idea

Most organized

Most enthusiastic

Best attendance

The person who made it all happen

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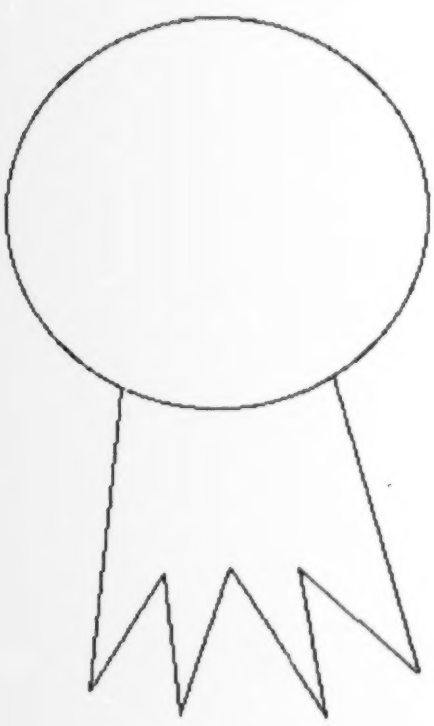
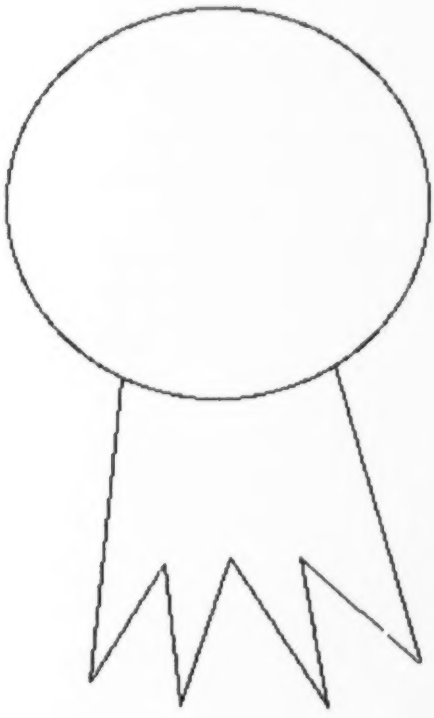
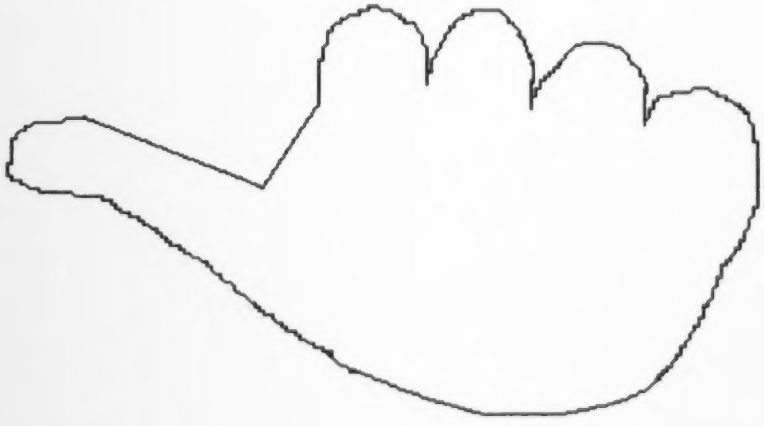
Award Samples







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SECTION III: GOAL SETTING

Once your group has been established but before the group has started to perform a significant amount of activities, you should assist the members of the group in setting both personal and group goals. These goals will provide the focus and direction of the group and will serve as the basis of the eventual evaluation of the group activities.

OVERVIEW OF ACTIVITIES

In this section of the guide, the activities are designed to provide your group members the opportunity to assess their leadership strengths and begin the process of goal setting.

Goal: To provide students with an opportunity to assess their personal skills for the purpose of monitoring their own personal growth and growth as a group member.

INDIVIDUAL FOCUS

"Dear Me" Letters
Personal Contract
Skills Inventory

GROUP FOCUS

Mission Statement
Short Term and Long Term Goal Setting
Delegating Responsibility

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"DEAR ME" LETTERS
Individual Focus

OBJECTIVE:
List individual goals

TIME:
15 to 20 minutes

MATERIALS NEEDED:

Paper, pens, envelopes

PROCEDURE:

Dear Me letters are letters that students write and address to themselves. Once completed, they are collected by the teacher to hold. The letters are given back to them at a later date, e.g. six months later, or at the end of the group's task. The purpose of this letter is to have the students reflect on and predict what will be the outcome(s) and accomplishment(s) of their group.

The letter may include: things they want to accomplish, ideas they may want to recall, people and situations that are or will be important to them, etc. When the letters are returned to the students, each group member is able to see the personal growth and changes that have occurred as a result of their participation within the group.

PERSONAL CONTRACT
Individual Focus

OBJECTIVE:
Identify individual strengths and weaknesses

TIME:
10 to 20 minutes

MATERIALS NEEDED:

Pen, Resource Sheets #4A and #4B : Setting and Meeting Personal Goals
Previously filled out goal setting handouts

PROCEDURE:

Students become more effective group participants if they can identify their own talents. Discuss with your students this concept and allow them to discuss which individual strengths assist group development, both in the maintenance of the group and furthering the task the group wishes to complete. Allow students to have think time and then instruct them to complete Resource Sheets 4A and 4B. Depending on the time, size and nature of the group, you may want to have group members share their strengths and what their personal commitment to the group will be. Occasionally, throughout the duration of the group, allow the students to review their goals by having available the handouts.

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RESOURCE SHEET #4A

SETTING AND MEETING PERSONAL GOALS

In the excitement of joining a new group, it is easy to overlook your own growth and goals. Take a moment to think about the skills, knowledge, and experiences you can gain from participating. By working in this group you will also have the opportunity to practice your skills. To derive maximum benefit from your group experience, take a few minutes now to analyze your strengths and weaknesses and then set some personal goals for yourself.

My strong points are:

A. _____
B. _____
C. _____

Some of my weaknesses are:

A. _____
B. _____
C. _____

On a scale of 1 through 5 (1= low, 5= high), I rate myself as :

Creativity	1	2	3	4	5
Organizing	1	2	3	4	5
Planning	1	2	3	4	5
Sensitivity to others	1	2	3	4	5
Initiative	1	2	3	4	5
Other _____	1	2	3	4	5

My personal goals as member of the group are:

A. _____
B. _____
C. _____

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RESOURCE SHEET #4B

There are many factors which might prevent you from attaining your goals. In the interest of preventive maintenance, list some of the problems or situations which may help or hinder your progress. Some examples are Impatience, inexperience, lack of confidence, or poor planning.

Factors that help:	Factors that hinder:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

Give yourself a head start by making plans to maximize the helping factors and to minimize the hindering factors.

I can maximize the helping factors by:

1. _____
2. _____
3. _____

I can minimize the hindering factors by:

1. _____
2. _____
3. _____

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MISSION STATEMENT
Group Focus

OBJECTIVE:

Discuss and write the purpose of the group

TIME:

10 to 20 minutes

MATERIALS NEEDED:

Newsprint, markers, tape

PROCEDURE:

In a group discussion, brainstorm the purpose of the group. Include in your discussion both the philosophy and direction of the group. In a few concise sentences developed through consensus, state the beliefs of the group as an organization and the purpose of its activities. Once the philosophy has been established through the development of a mission statement, activities should be designed to carry out the mission of the group. An example of a mission statement could be, "We believe that all group members should participate in planning the activities of the group."

PERSONAL SKILL INVENTORY
Individual Focus

OBJECTIVE:

Evaluating personal leadership strengths and weaknesses

TIME:

15 to 20 minutes

MATERIALS NEEDED:

Pen
Resource Sheet #5

PROCEDURE:

Students should be given time to reflect on their individual leadership skills. The Skills Inventory gives students a leadership self portrait. In addition to its use as an assessment of current skill level, it should also be administered at the end of group participation as an evaluation tool.

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SKILLS INVENTORY

This inventory is designed to help student leaders look at their own self-portraits. It is a survey of qualities that impact on leadership style. If you take your time to mark it accurately and honestly, at the end of your group work you will probably see some changes.

There are no right or wrong answers to this evaluation. You are not required to show this inventory to anyone. However, you might find the input from your advisor or friend very valuable.

Example:
Clarity in expressing my thoughts - How well do I communicate?

B E

1 2 3 4 5 6 7 8 9 10
I'm pretty vague I'm exactly clear

1. Self understanding - How well do I understand myself?

1 2 3 4 5 6 7 8 9 10
I don't know myself at all I know myself completely

2. Self Esteem - Do I like Myself?

1 2 3 4 5 6 7 8 9 10
I am constantly ridiculing myself I like everything about me

3. Self Confidence - How sure of myself am I?

1 2 3 4 5 6 7 8 9 10
Not at all sure of myself Generally very sure of myself

4. Giving feedback - How well do I critique people with whom I work?

1 2 3 4 5 6 7 8 9 10
I do it poorly I give it very well

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5. Openness - How honest am I with others about my own feelings?

1	2	3	4	5	6	7	8	9	10
I reveal very little about myself to others									I reveal a lot about myself to others

6. Ability to meet people - How comfortable am I meeting new people?

1	2	3	4	5	6	7	8	9	10
I'm very uncomfortable									I love to do it

7. Level of leadership ability - How much potential do I have?

1	2	3	4	5	6	7	8	9	10
Not very much									A great amount

8. Versatility - How flexible am I?

1	2	3	4	5	6	7	8	9	10
I adapt to change very poorly									I adapt to change very well

9. Inventiveness - How many new ideas do I get and support?

1	2	3	4	5	6	7	8	9	10
I like to keep things the way they are									I like to change things

10. Expressing Anger - What do I do when I get mad?

1	2	3	4	5	6	7	8	9	10
I bottle it up inside									I express it openly

11. Receiving Hostility - How do I react when someone is angry at me?

1	2	3	4	5	6	7	8	9	10
It paralyzes me									It stimulates me

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12. Ability to listen in an alert and understanding way - How well do I listen?

1	2	3	4	5	6	7	8	9	10
Little ability to listen									Great ability to listen

13. Clarity in expressing my thoughts - How well do I express myself?

1	2	3	4	5	6	7	8	9	10
I'm pretty vague									I'm exceptionally clear

14. Reaction to comments or evaluations of what I do - How do I respond to feedback?

1	2	3	4	5	6	7	8	9	10
I ignore it									I take it seriously

15. Tolerance of differences in others - Do I criticize people who are different from myself?

1	2	3	4	5	6	7	8	9	10
Very low tolerance									Great ability to accept differences

16. Interest in learning - Do I really enjoy learning new things?

1	2	3	4	5	6	7	8	9	10
Not much interest									Very actively interested

17. Independence - Do I consider myself dependent or independent?

1	2	3	4	5	6	7	8	9	10
Very dependent									Very independent

18. Vision of the future - Do I plan for the future?

1	2	3	4	5	6	7	8	9	10
I think mainly of the present									I look to and plan for the future

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19. Ability to plan and organize activities - Do I plan activities well?

---

1 2 3 4 5 6 7 8 9 10
I plan poorly I plan very well

20. Ability to take charge in a group of your peers - Do I feel capable of leading a group of my peers?

---

1 2 3 4 5 6 7 8 9 10
Little ability A lot of ability

21. Ability to take charge in a group of adults - Do I feel capable of leading a group of adults?

---

1 2 3 4 5 6 7 8 9 10
Little ability A lot of ability

22. Ability to manage your time effectively - How well do I manage time?

---

1 2 3 4 5 6 7 8 9 10
Unable to manage time Great ability to manage time

23. Public Speaking - How comfortable am I speaking in front of large groups?

---

1 2 3 4 5 6 7 8 9 10
Very uncomfortable Very comfortable

24. Ability to run meetings - How well do I run meetings?

---

1 2 3 4 5 6 7 8 9 10
Not very well Very well

Other important categories to add to your self-portrait should be done on the back of this sheet: (Optional)

Adapted from John O'Brien's Personal Growth Inventory.
Maryland Leadership Workshops, Inc., Tom Saunders

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SHORT-TERM AND LONG-TERM GOAL SETTING
Group Focus

OBJECTIVE:

Identify short-term and long-term goals for the group

TIME:

15 to 20 minutes

MATERIALS NEEDED:

Newsprint, markers, tape

PROCEDURE:

In a group discussion, brainstorm the goals of the group. Have the students divide them into short-term and long-term goals. Focus on what are realistic goals for the group to accomplish.

DELEGATING RESPONSIBILITY
Group Focus

OBJECTIVE:

Identify and assign tasks based on the needs of the group and the individual strengths of the group members.

TIME:

10 to 20 minutes

MATERIALS NEEDED:

Pen, Resource Sheets #6 and #7

PROCEDURE:

Delegating responsibility is identifying all the tasks that need completing and assigning those tasks to an appropriate person. Together the teacher and the students list the tasks to be completed. Once the tasks have been identified, the students should volunteer to take on the tasks that correspond with their individual strengths and abilities. Resource Sheet #6 is a chart that allows the leader of the group to follow up and monitor the progress of the group.

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RESOURCE SHEET #6

Delegation Record

Tasks to be completed	Volunteers	Deadline

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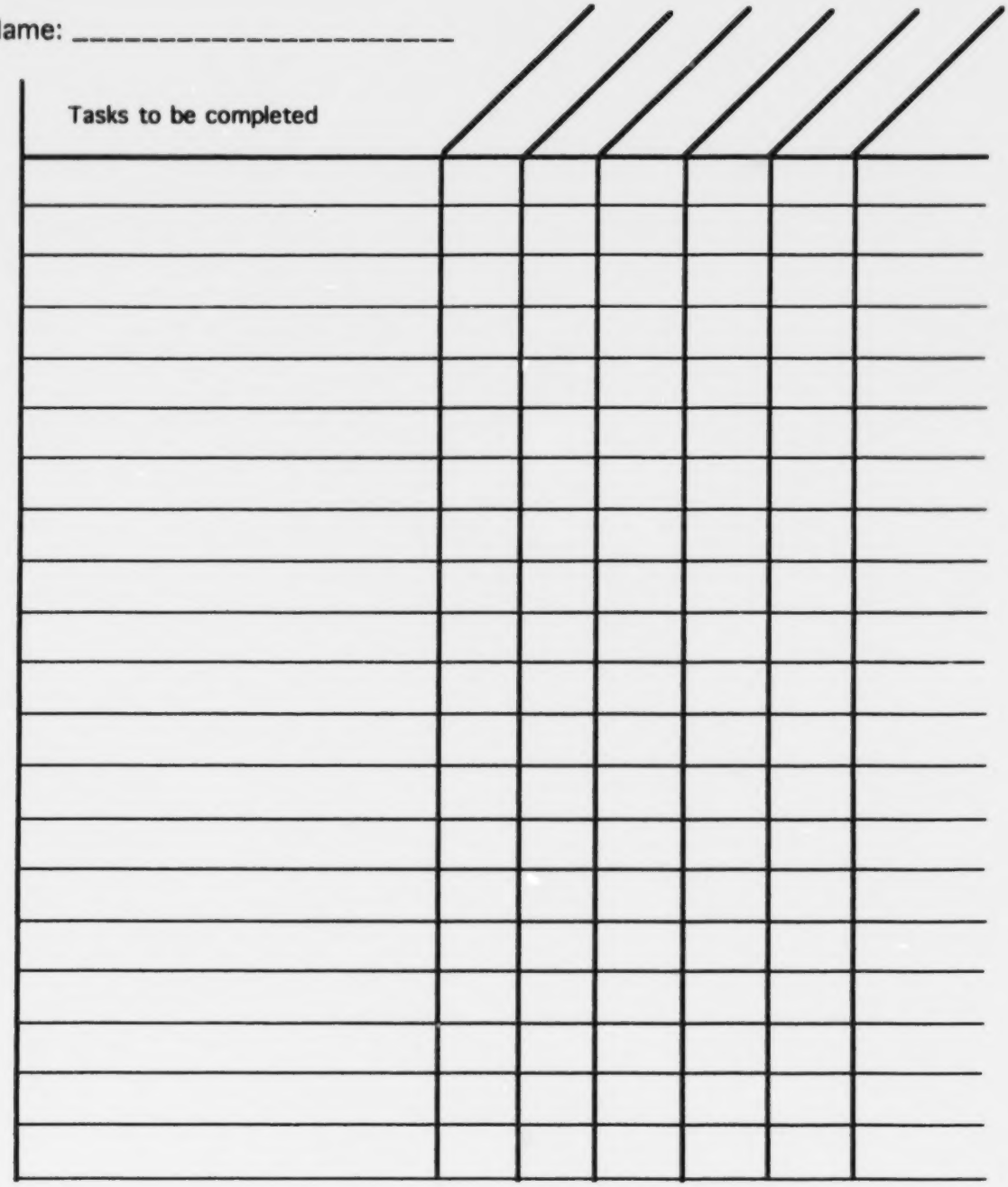
RESOURCE SHEET #7

Name: _____



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SECTION IV: TOOLS FOR SUCCESS

Once your group has established a direction, the next step is to train your students in specific skill areas to aide in their success during the actual planning and execution of the task.

OVERVIEW OF ACTIVITIES

This section includes activities to assist you in preparing your students to get to work.

Goal: To provide a series of skills that prepare the students to approach outside people as resources. To provide technical resources to enhance group decision making.

TIME MANAGEMENT
Group Calendar
Personal Time Schedule

PRESENTATION SKILLS & A SERVICE IDEA
Phone Etiquette
Sunshine Committee

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GROUP CALENDAR
Time Management

OBJECTIVE:

Plan tasks and commitments chronologically

TIME:

20 minutes

MATERIALS NEEDED:

Pen, current year calendar

PROCEDURE:

Students should first brainstorm a list of tasks or events they wish to be completed. As a group or committee they should prioritize the list according to their importance. The group discusses, then through consensus, arranges the events on the calendar. Someone should be assigned to monitor the calendar and make reminders to people. The calendar is also an integral part of the groups evaluation process.

PERSONAL TIME SCHEDULE
Time Management

OBJECTIVE:

Identify and chart ones personal commitments of time.
Recognize the need for careful planning of personal and group commitments.

TIME:

15 to 20 minutes

MATERIALS NEEDED:

Pen, Resource Sheet #8 and #9

PROCEDURE:

Discuss with students the importance of managing their own time. First, discuss the Six Fundamental Steps To Better Time Management (Resource Sheet #8). Second instruct students to block off on Resource Sheet #9 , all the time they are already committed to with sleep, meals, school, homework, practice for sports and music, chores, etc. Discuss with students how little real free time they have. Allow students to discuss how they prioritize their commitments and what decision making process they use. Hopefully they will realize the importance of careful planning and the best use of time management skills.

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TIME MANAGEMENT

Six Fundamental Steps to Better Time Management:

1. **Know-** your goals and objectives (personal and organizational).

2. **Identify-** which goals are short term and which are long term.

3. **List-** what specific activities are most important to the achievement of your goals and objectives.

4. **Prioritize-** the activities on your list according to their degree of of importance to you. Decide which activities need to be addressed first and which ones are less pressing.

5. **Begin-** working on the high-priority goals and objectives. Try and tackle the most unpleasant tasks first, break down overwhelming jobs into smaller tasks, and delegate jobs when possible.

6. **Evaluate-** your progress in getting tasks accomplished. Check off each task as you complete it. Revise your time management strategies as new situations arise.

Remember to:

Just Do It!

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RESOURCE SHEET #9

My Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 AM							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00 PM							
2:00							
3:00							
4:00							
5:00							
7:00							
8:00							
9:00							
10:00							
11:00							

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PHONE ETIQUETTE
Presentation Skills

OBJECTIVE:

Practice and document actual phone conversations students will make to gather information.

TIME:

30 to 40 minutes

MATERIALS NEEDED:

Unconnected telephones
Resource Sheet #10

PROCEDURE:
Even though students seem to talk on the telephone all the time, they still need practice in the most effective way to gain information from a person or agency on the telephone. Through simple and fun role playing students can practice the actual telephone calls they need to make. The phone log can serve as the handout for the role play and for documentation for the project of who was called, when, and what about. Instruct students to fill these logs out ahead of time, including their name and the questions they wish to ask. Students will hesitate at first, but they will quickly recognize the purpose if you allow one unprepared role play to be presented first. It's important to let students in on the "run around " one may encounter when asking for information, so they will not become too frustrated.

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RESOURCE SHEET #10

PHONE LOG

Phone number calling: ____(_____)_____

Agency/Person calling _____

Address (if applicable) _____
_____
_____

Date and time of call: _____

"Hello. My name is _____ and I am a 8th grade student at Mount View Middle School in Howard County. I am interested in gaining more information regarding the topic of _____ and was hoping that I could speak to someone who could help me."

(Wait for a response . . . If a new person comes to the phone, say . . . .)

"I am currently working on a committee/ task dealing with _____ and issues relating to it. My particular project is on _____ and I would appreciate any information you have about this topic. Is it possible to have any information sent to me?"

Items which you may be looking for:

a.
b.
c.

"When can I expect to receive this information?" _____

Comments from the agency/person: _____
_____
_____
_____

"Can I have your name again, please?" _____

"Thank you for your time. I enjoyed speaking with you."

Follow up call (if applicable) _____

Laura Derreth, Mary Meares 1989.

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SUNSHINE COMMITTEE

OBJECTIVE:

Create and deliver messages of goodwill for students and staff.

TIME:

20 minutes per week

MATERIALS NEEDED:

Cards, box, creativity

PROCEDURE:

Students should create cards and letters for students and staff who are not feeling well.
This is an on-going committee. In a central location create a "sunshine box", where students can drop in the names of students and staff that need cheering up! Once a week have your Town Council Reps gather the names and write out cards to those individuals.

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SUNSHINE COMMITTEE

8th Grade Town Council

Thank you for volunteering to serve on the 8th Grade Town Council Sunshine Committee. This committee sends notes and /or cards to individual students at times of sorrow, extended illnesses, when there has been an accident or to acknowledge a special award, etc.

This is how the Sunshine Committee works. Each week, the committee coordinators will check with their teachers and/or counselor for any student concerns. The coordinator will then ask a Sunshine Committee member to make an appropriate card. {Cards can be home-made, computer made, or store bought.} Coordinators will keep a list of who is assigned cards and will rotate the responsibilities fairly. The card would be dropped off in the Sunshine box in Mr. Saunders' room (Rm. 18) Mr. Saunders will mail the card or have a student deliver it.

If at any time, you hear of a student who needs a bit of "sunshine", be sure to drop a note to your counselor, 8th Grade Teacher or Mr. Saunders.

Heard you needed cheering up.....

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Idea Created by: Karen Crawford, Rosa Parks Middle School, Montgomery County Public Schools.

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SECTION V: EVALUATION

Congratulations! At this point you should be reflecting on the outcomes of your group. While it is important to celebrate the success of your achievements, it is beneficial for future groups who will have the some endeavors to benefit from your experiences. Even if your group did not experience success, a truthful evaluation is crucial.

OVERVIEW OF ACTIVITIES

In this section you will find activities that will help your group members reflect on their personal progress and the achievements of the group.

Goal: To provide an opportunity for the individual and the group to evaluate their performance.

INDIVIDUAL FOCUS

"Dear Me" Letters - Revisited
Personal Contract - Revisited
Skills Inventory - Revisited

GROUP FOCUS

Mission Statement - Revisited
Short Term and Long Term Goal Setting - Revisited

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EVALUATION
INDIVIDUAL AND GROUP FOCUS

OBJECTIVE:

Discuss and analyze original personal and group goals.

TIME:

20 to 30 minutes

MATERIALS NEEDED:

Completed Resource Sheets, Dear Me letter, Skills Inventory

PROCEDURE:

Distribute Resource Sheets and other necessary materials for students to make personal observations on their performance and role in the group. Facilitate a large group discussion on the successes and failures of the entire group process.

For more information about this program, please feel free to contact:

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Special thanks to:

Maryland Leadership Workshops, Inc.
Bernard Mazyck, President

Maryland Leadership Workshops offers week-long summer training programs and in-school leadership development programs for secondary students. For materials and registration information, please phone (301) 681-8666

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